

RPOS Quantitative Outcomes Study: Year 2

Promoting Rigorous Programs of Study Meeting
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Year 2 Data Collection

Data for the first academic year of project activities (2010–11):

1. Enrollment data for grades 9–12
 - RPOS participants
 - RPOS concentrators
 - Concentrators in other CTE programs
 - All other students

Year 2 Data Collection

2. Demographic data for grade 12
3. Outcome data for grade 12
 - RPOS concentrators
 - Concentrators in other CTE programs
 - All other students

Findings: Research Questions

1. How do the characteristics of RPOS concentrators differ from those of concentrators in other CTE programs and all other students?
2. How do the outcomes achieved by secondary RPOS concentrators compare with those of concentrators in other CTE programs and all other students?
3. How do the outcomes that secondary RPOS concentrators achieve vary according to the presence or absence of RPOS framework components?

Findings: Student differences

- Gender: nontraditional programs by gender in each state
- Academic preparation indicators stronger for RPOS concentrators
- Differences for other background/demographic measures vary by state
- Large district-level variations in some states

Findings: Outcome Data

- Low and decreasing numbers of RPOS concentrators between 2009–10 and 2010–11 in some states
- Generally better outcomes for RPOS concentrators
- Unexplained outcome differences

Findings: Data Interpretation

Year-to-year differences

- Large and unexplained differences in data
- CTE concentrator definitions
- Project changes: new districts, or new approaches within districts

Findings: Data Availability

- More data overall
 - Demographic and background data complete
 - NSC data, data on enrollment in remedial courses
- Data limitations with outcome data
 - Earned postsecondary credits in high school
 - Technical skill assessments
 - Employment data
- Enrollment data: in some states submitted for grade 12 students only

Year 3 Schedule

- Site visits
 - Follow up on Year 2 report findings
 - Address implementation (research question #3)
- Same shells as 2012
- Similar data collection schedule (see calendar)
- Webinar to launch data collection
- Analysis/report will include outcomes

Technical Assistance Materials

Year 1: Laying the groundwork

- Identified key terminology
- Developed data collection and reporting capacity
- Established pre-RPOS baseline

Year 2: Documenting the process

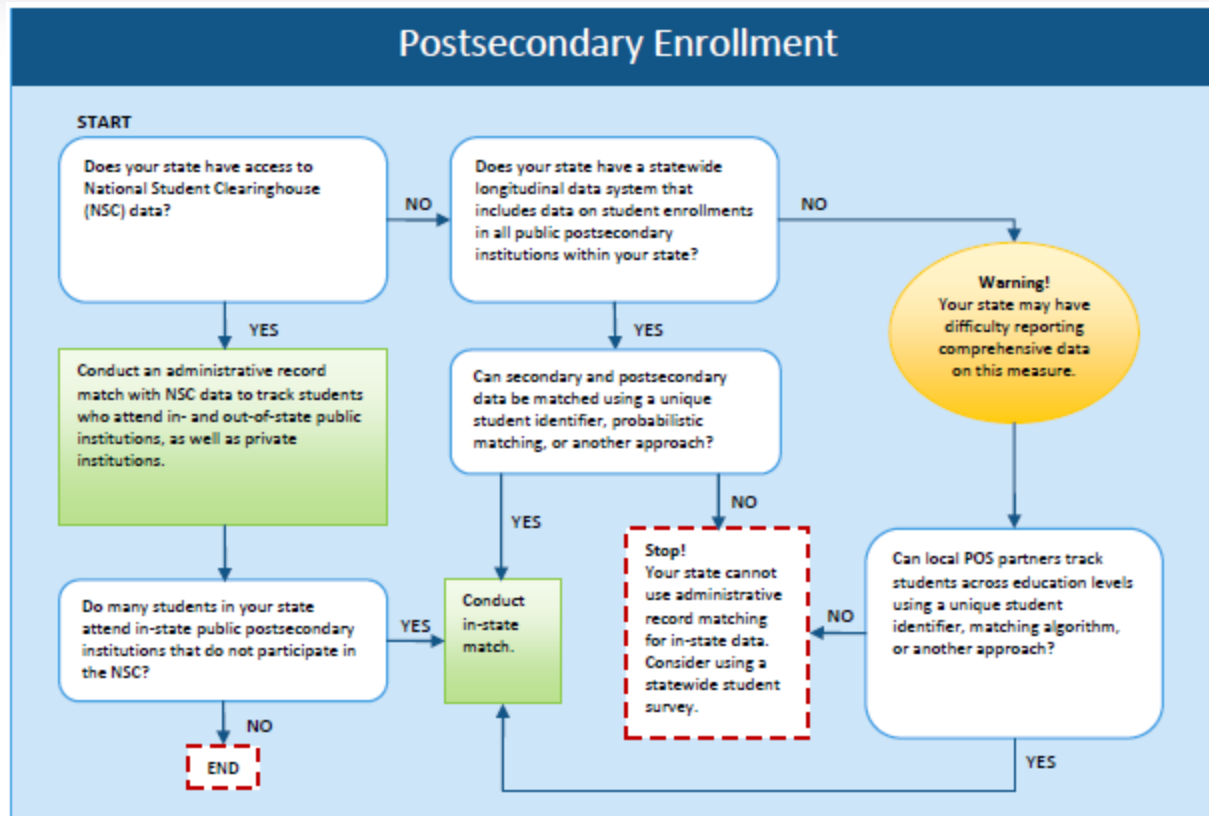
- Assessed state and local reporting approaches
- Offered individualized technical assistance to improve data quality
- Created measurement templates summarizing data collection decision points

Year 3: Creating improvement tools

- Continuing support to improve data quality
- Creating technical assistance materials to support states in collecting and using POS data

Data Collection Templates

Example:



Possible Next Step

Develop web-based reporting tools

- Indicator description and purpose
- Measure construction
- Terminology and definitions
- Data elements and coding instructions
- Step-wise collection procedures
- Frequently asked questions
- Resources
- Examples of reporting tables

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What's New

April 19, 2012

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March 16, 2012

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The *Carl D. Perkins Career and Technical Education Act of 2013* (Perkins V) directs states to report valid and reliable data on the outcomes that students participating in federally funded career and technical education (CTE) programs achieve. The legislation specifies a set of performance indicators on which all states and local consortia must collect and report data, though states are afforded some flexibility in how these measures are constructed.

The Division of Academic and Technical Education (DATE) of the Office of Vocational and Adult Education, U.S. Department of Education has created this website to support states and local administrators in developing measurement approaches that will produce accurate, consistent performance data that are comparable across states. These voluntary guidelines and measurement suggestions are designed to help states and the Department demonstrate the return on federal investment in CTE and to promote program improvement efforts.



Populations

Learn more about secondary and postsecondary CTE participants and concentrators.

[View more](#)



Measures

Explore guidelines and measurement suggestions to help your state report valid and reliable data on CTE student outcomes.

[View more](#)



Legislation

View the legislation and stay current on federal policy guidance.

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Populations

☒ Secondary[Participants](#)[Concentrators](#)☒ Postsecondary[Participants](#)[Concentrators](#)

Postsecondary Concentrators

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Definition

Threshold

Students who earned at least 12 cumulative credits (or equivalent) in a state-approved career preparation program or completed a state-approved career preparation program of less than 12 credits (or equivalent) by the end of the reporting year.

Issues for Consideration

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Measures

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- Postsecondary

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[Enrollment in Related Program](#)
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Measure Construction

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Definition

Percentage of CTE concentrators who enrolled in postsecondary education in the year following high school graduation who were recommended to enroll in at least one postsecondary education development course.

Numerator

Number of secondary students who completed at least 50 percent of a state-approved career preparation program by the end of the reporting year, who graduated in the reporting year, and who enrolled in postsecondary education at any point during the following academic year who were recommended for enrollment in at least one postsecondary developmental course.

Denominator

Number of secondary students who completed at least 50 percent of a state-approved career preparation program by the end of the reporting year, who graduated in the reporting year, and who enrolled in postsecondary education at any point during the following academic year.

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- [Secondary](#)
- [Postsecondary](#)

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[Perkins Measurement Population](#)

[Technical Skill Attainment](#)

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Demographics

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- [Race-ethnicity](#)
- [Gender](#)
- [Limited English Proficient](#)
- [Nontraditional](#)
- [Economically Disadvantaged](#)
- [Disability](#)

Elements

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- [Placement test type](#)
- [Test score](#)
- [Cutoff score](#)
- [Tested need for developmental coursework](#)
- [Enrollment in developmental coursework](#)

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- Postsecondary

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[Perkins Measurement Population](#)
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[Developmental Education](#)
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Are all postsecondary institutions in your state capable of identifying students who were determined to be in need of developmental course work?

NO

WARNING

Your state will not be able to account for students who were identified as in need of developmental course work but who opted not to enroll. This may lead to over-estimates of student involvement.

YES

Are all postsecondary institutions in your state capable of identifying students who were enrolled in developmental course work?

NO

STOP

Your state cannot collect valid and reliable data on this measure. See [Frequently Asked Questions](#) for strategies to improve reporting.

YES

Are data on students participating in developmental course work at the postsecondary level included in your state longitudinal data system?

NO

Your state will need to collect data from each individual postsecondary institution within your state if you are to report on this measure.

YES

Can your state conduct an annual match of statewide secondary and postsecondary student records? See the [Postsecondary Enrollment](#) measure for more information.

NO

Convene secondary and postsecondary administrators to develop statewide or localized matching procedures.

YES

Conduct in-state match to identify secondary CTE concentrators who were identified as in need of developmental course work at the postsecondary level. If you are unable to quantify need, identify those students who enrolled in developmental course work.

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☒ What constitutes developmental course work?

The definition of developmental coursework may differ across postsecondary institutions within a state, and across programs within an institution. Typically, developmental course work is described in terms of the postsecondary course number, for example any course that is less than the 100 series. If your state does not have a standardized definition, you will need to rely on each postsecondary institution to determine which courses are considered developmental.

☒ How are students recommended for developmental course work?

☒ When should measurement occur?

☒ Must a student enroll in developmental course work or only be recommended?

☒ Many of my secondary POS sites are partnering with more than one community college. In some instances, partnering colleges have set different thresholds for passing on their placement tests. What are the implications for my program data?

☒ My state does not collect statewide data on student need for developmental education at the postsecondary level, nor do local programs maintain these data. What are my options for this indicator?